

ENGLISH-Teaching and Learning

Subject	Title	Author	Abstract	Source	Publisher
Teaching and Learning	"Students' and Teachers' Perceptions of the Relationship Among the Utilization of School-Based (K-12) Educational Technology, Student Achievement and Improved Student Learning"	McKenzie	This study reflects the exploration of a link between educational technology utilization and student achievement and between educational technology utilization and improved student learning based on teachers' and 12th-grade students' perceptions. In this model educational technology utilization was measured by the five uncorrelated constructs of cooperative learning, constructivism, technology related professional development, technology integration, and the use of calculators. It was concluded that there seems to be a positive relationship between educational technology utilization and student achievement and also a positive relationship between educational technology utilization and improved student learning based on 12th-grade students and teachers' perceptions.	Dissertation	University of Southern Mississippi 0211. Year 2000.

ENGLISH-Teaching and Learning

Subject	Title	Author	Abstract	Source	Publisher
Teaching and learning	The Use and Impact of Computer Technology in Constructivist Literacy Teachers' Classrooms	Nixon-Ponder	The purpose of this study was to explore the ways constructivist teachers used computer technology in their language arts classrooms and its impact on their students. Data analysis revealed that teachers used computers in their language arts lessons to research, create projects, word process, evaluate, communicate with parents, and plan. The findings of this study added to the knowledge base in the use of computer technology in constructivist language arts education and provided empirical evidence for what software, curriculum, and pedagogy are effective in promoting constructivist computer-based literacy learning.	Dissertation	Kent State University 0101. Year 1998.
Teaching and learning	Using Technology to Teach English/Language Arts	Temple University	Resources that include suggestions and ideas as to how technology can be used effectively to teach English Language Arts-related subject matter.		http://www.temple.edu/litt-121/english.htm
Teaching and learning	Technology: Impact on Literacy Development	William Valmont	Computers with contemporary software and connectivity to the Internet are extremely valuable tools for teachers to use in helping students develop literacy. However, these same technologies have impacted literacy development in interesting ways that were not anticipated by early advocates and developers	Vol 15 No 1, 1999, p. 73-77	Computers in the Schools

ENGLISH-Teaching and Learning

Subject	Title	Author	Abstract	Source	Publisher
Teaching and learning	Test Driving CARS: Addressing the Issues in the Evaluation of Computer-Assisted Reading Software	Cathy Lewin	The process of learning to read is readily accepted as being highly complex. Recent innovations in technology, such as speech synthesis, have brought about the development of many software systems intended to assist with the teaching of reading. The effectiveness and benefits of such systems are difficult to evaluate.	Vol 8 No. 2/3, p. 111-132	Journal of Computing in Childhood Education
Teaching and learning	A Study of Word Processing Experience and Its Effects on Student Essay Writing	Edward W. Wolfe, Sandra Bolton, Brian Feltovich, and Art W. Bangert	This study investigates how word processing experience influences student performance on a direct writing assessment. We investigated factors influencing a student's decision about using word processors for writing; whether students with less experience writing with word processors receive lower scores on word processed essays; and differences in length, neatness, mechanical correctness, and tone of the student writing as related to experience with word processors.	Vol. 14(3), 1996, p. 269-283	Journal of Educational Computing Research
Teaching and learning	To What Extent Should English Teachers Embrace Technology?	Lara Gillian C. Hill	A list of the top ways that technology can be utilized to improve our effectiveness in teaching, our students' quality of learning, and our management of time.		http://www.ncte.org/pdfs/subscribe-rs-only/ej/0902-nov00/EJ0902Cross.pdf

ENGLISH-Teaching and Learning

Subject	Title	Author	Abstract	Source	Publisher
Teaching and learning	Technology: Where Is It Taking Us? A "Writing" Perspective.	Dunn, Sharon Elise	Examined the positive and negative aspects of using computers to teach writing within a context of intensive teacher and peer feedback and support for fifth- and sixth- year Montessori students. Found that technology enhanced the writing process for creative, collaborative work and for peer response and editing.	v12 n1 p34-35 Win 2000	Montessori Life
Teaching and learning	Technology & Literacy: Is There a Positive Relationship?	Fisher, Douglas; Lapp, Diane; Flood, James	Recent research has examined uses of technology in the classroom for writing instruction, electronic literacy environment, and electronic portfolios. Results of these studies on writing instruction indicate that technology helps children to focus on content rather than mechanics; encourages the production of more and better developed essays; and reduces the drudgery of editing. Research also demonstrates that accessing electronic literacy environments produces: increased specialized vocabulary and coherence; wide-ranging possibilities for communication and expression; and improved mechanics of writing.	v32 n4 p35-38 Sum 1999	The California Reader

ENGLISH-Teaching and Learning

Subject	Title	Author	Abstract	Source	Publisher
Teaching and learning	Word Processors and Children's Writing in a High-Computer-Access Setting.	Owston, Ronald-D.; Wideman, Herbert H.	A three-year study (grades 3-5) of two groups of elementary school students determined that writing quality improved in a high-computer-access school, as indicated by holistic measures of writing message (meaning and content quality) and medium quality of the form and surface features). In-class observation supported the contention that word processors contributed to the improvement.	v30 n2 p202-20 Win 1997	Journal of Research on Computing in Education

ENGLISH-Teaching and Learning

Subject	Title	Author	Abstract	Source	Publisher
Teaching and learning	Process and Computer-Based Elementary Writing Curriculum: A Review of Methods and Assessments.	Mott, Michael S.; Sumrall, William J.; Hodges, M. Lee	The purpose of this review of literature was to synthesize a wide range of both quantitative and qualitative studies of teacher implementation of computer-assisted writing curriculum methods. Studies on the effect of computer-assisted learning, the relationship of computers and children's writing, and assessment methods for traditional and electronic writing environments were reviewed. Computer platforms of word processing, interactive multimedia and hypermedia were juxtaposed with inherent problems of assessing these newly popular and proliferating writing curriculum environments. Potential obstacles, possible solutions, and new concerns for evaluating students' electronically published writings were addressed to illuminate available directions to the dilemma of teacher assessment of electronically created writings.	Memphis, TN, November 12-14, 1997	Paper presented at the Annual Meeting of the Mid-South Educational Research Association
Teaching and learning	Assessing the Impact of Computer-Based Writing Instruction.	Reed, W. Michael	Reviews the research on computer use in English language arts, predominantly writing, since 1987. Highlights include writing-process theory; learner control theory; zone of proximal development; word processing; composing process software; the Writing to Read program; and future research and directions. Contains 93 references.	v28 n4 p418-37 Sum 1996	Journal of Research-on Computing in Education

ENGLISH-Teaching and Learning

Subject	Title	Author	Abstract	Source	Publisher
Teaching and learning	The Impact of the Computer on Writing: No Simple Answers.	Dybdahl, Claudia-S.; Shaw, Donna Gail; Blahous, Emily	Describes a study of fifth graders that investigated whether students who compose on the computer write expository texts of longer length, and of better quality, than students composing by hand. Results indicate that the computer alone is not the key to facilitating highly proficient writing.	v13 n3-4 p41-53 1997	Computers in the Schools